DOCUMENT RESUME

ED 260 056 SP 026 381

AUTHOR Adams, Ronald D.
TITLE Teacher Education Evaluation: The Western Kentucky University Approach.
PUB DATE Apr 81
NOTE 28p.; An address given before the Faculty and Staff of Glassboro State College (Glassboro, NJ, April, 1981).
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Evaluation Methods; *Graduate Surveys; Higher Education; *Longitudinal Studies; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Schools of Education; *Teacher Education Programs
IDENTIFIERS Teacher Preparation Evaluation Program

ABSTRACT

The Teacher Preparation Evaluation Program (TPEP) was begun at Western Kentucky University in 1972. The TPEP is a longitudinal follow-up of teacher education graduates to obtain data on selected variables determined from the review of research literature on teacher effectiveness. It is a product centered evaluation system that emphasizes objective and quantifiable data collected from multiple sources. The evaluation begins while the student is still in the preservice program and continues after he or she enters the teaching profession. Data are collected from participants during student teaching and near the end of their first, third, and fifth years of teaching. A description is given of the implementation of the TPEP and of evolutionary changes made in its application. Examples of findings are summarized and interpreted. Included in general comments on the TPEP are the following suggested considerations for a successful evaluation system: (1) it must have the support of the administration of the institution; (2) there must be realistic resources allocated to it and a support system available for it; (3) logistical considerations in designing the system should include sampling procedures and location of students; and (4) cooperation, collaboration, and networking to include consortia arrangements should be considered in conducting evaluation studies. (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED260056

# Teacher Education Evaluation: The Western Kentucky University Approach

An Address Prepared By:

Dr. Ronald D. Adams, Director
Office of Educational Research
Western Kentucky University

Presented To:

Faculty and Staff of Glassboro State College

April 23-24, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Adams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP026381

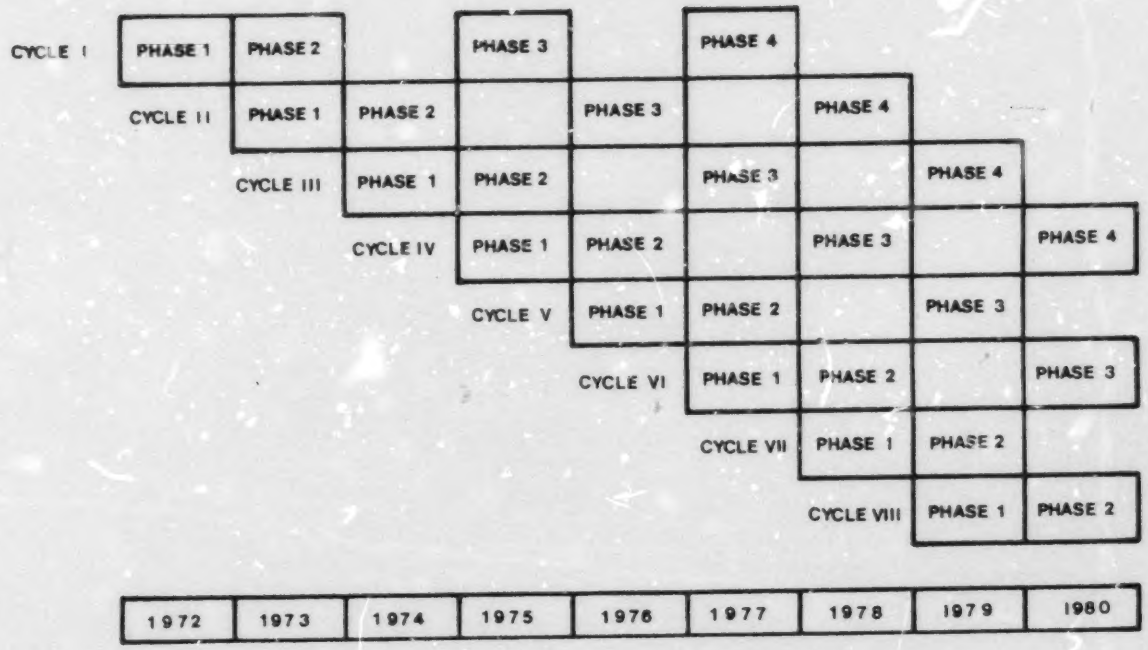
## Introduction

That evaluation is important, even necessary, in the systematic improvement of any worthy endeavor, whether education or business or government, is seldom challenged. In the area of teacher education the importance of evaluation has been distinctly recognized through the standards set by the organized profession to accredit and certify teacher education programs and products of these programs. Specifically, the Standards for Accreditation of Teacher Education used by the National Council for Accreditation of Teacher Education (NCATE) and the Standards for State Approval of Teacher Education suggested by the National Association of State Directors of Teacher Education and Certification (NASDTEC) contain standards regarding the systematic follow-up of graduates from teacher education programs.

## TPEP

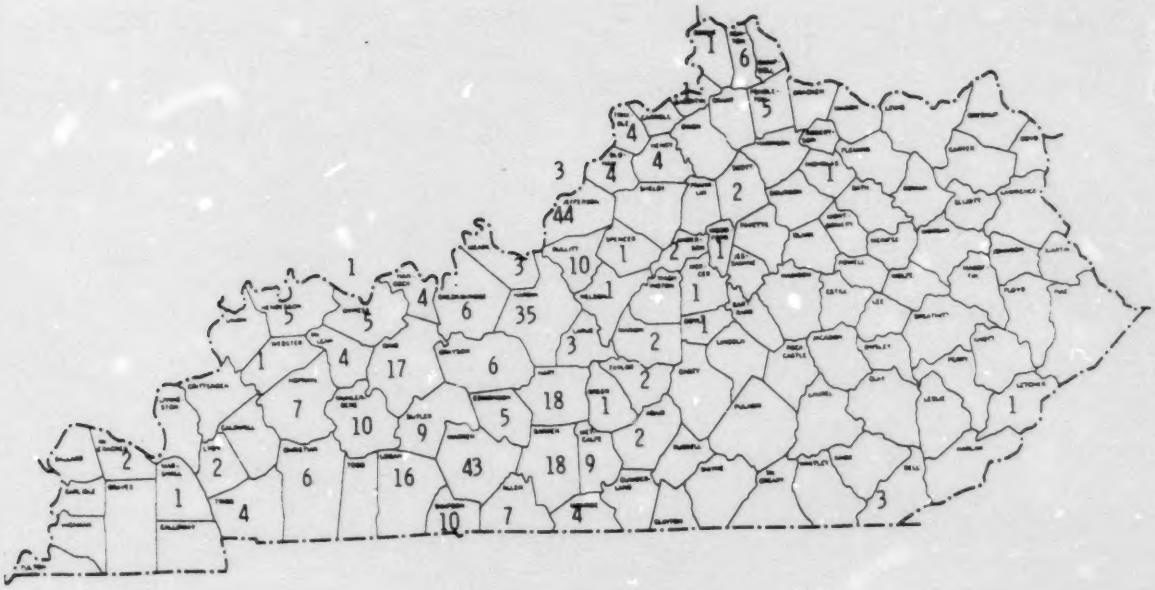
In 1972 the Teacher Preparation Evaluation Program (TPEP) was begun at Western Kentucky University. TPEP was based on a monograph by J. T. Sandefur (1972) published by the American Association of Colleges for Teacher Education. Sandefur advocated a systematic longitudinal follow-up of teacher education graduates to obtain data on selected variables determined from the review of research literature on teacher effectiveness. From the beginning TPEP was conceptualized as a longitudinal, product centered evaluation system that emphasized objective and quantifiable data collected from multiple sources. The evaluation begins while the student is still in the preservice program and continues after the teacher enters the teaching profession. Data are collected from participating teachers during student teaching and near the end of their first, third, and fifth years of teaching. Each year a new cycle is begun. Figure 1 depicts this arrangement.

The spring of 1980 marked the ninth year that TPEP has been operational. During this time data have been gathered on 446 student teachers, 207 first year teachers, 104 third year teachers, and 53 fifth year teachers. Figure 2 presents the location of inservice teacher participants since 1972. Teachers are followed after graduation to determine if they obtain teaching




## TPEP CYCLE / PHASE ARRANGEMENT

Figure 1



LOCATION OF TPEP PARTICIPANTS

Figure 2

positions. Teachers are discontinued from the follow-up study who do not enter teaching after graduation or who do not continue teaching during the first, third or fifth years. To more specifically describe the procedures utilized by TPEP, a brief description of the sampling procedure, measurement, and collection of data follows. In addition, examples of findings and a brief description of utilization efforts will be presented.

Sampling Procedure

In Cycles I through V (1972 through 1976) stratified random samples of 40 participants were drawn from student teachers who met the following criteria:

1) they were residents of Kentucky at least one year prior to entering the university,
2) they planned to teach in Kentucky after graduation, and
3) they were enrolled to student teach the second bi-term of the spring semester.

Twenty elementary student teachers and 20 secondary student teachers were randomly selected. Student teachers in foreign language, school libraries, and shop or agriculture settings were excluded from the evaluation. Cycles VI through VIII have employed different approaches to the selection of participants in an effort to increase the sample size of both student teachers and inservice teachers. Samples during this period were larger than 40, but limited data were collected for these samples. During Cycle VIII (Spring 1979) all second bi-term student teachers were included in the sample.

Each TPEP participant is sent a follow-up questionnaire every fall to determine his/her employment status. Non-respondents are contacted by phone to obtain this information and, if participants are not teaching, they are asked their reason for not teaching and what they are presently doing. Also, they

no longer are included in the follow-up. Participants who are teaching outside Kentucky are also excluded from the program. Table 1 presents the number of participants for each Cycle and Phase.

Measurement

Instruments utilized to measure TPEP variables can be classified into four categories: career base line data; direct classroom observation; pupil, peer, and supervisor evaluations; and standardized measures. Instruments have been added at various stages of TPEP development and Table 2 gives the four categories and corresponding instrumentation, and Table 3 illustrates the developmental process. Each category of data and the instruments used to obtain the data are briefly described:

* Career Base Line Data

Career base line data for participants are obtained primarily from three sources--the Career Base Line Data Questionnaire, the Teacher Preparation Evaluation Inventory (TPEI), and transcripts of grades. A brief discussion of each instrument follows.

Career Base Line Data Questionnaire (CBLD)

The CBLD questionnaire is designed to obtain demographic data from participants not readily available from other sources. Initial personal and professional background information is collected from student teachers and updated as participants continue in the program.

Teacher Preparation Evaluation Inventory (TPEI)

The perceptions of participants toward the university's preparation program is obtained through administering the Teacher Preparation Evaluation Inventory. In addition, a measure of the problems encountered in teaching are obtained by this instrument. Participants are asked to respond to a Likert-type scale for a number of items as well as to four open-ended items.

TABLE 1

Number of Teachers Who Remained in the Study Sample Over a Seven-Year Period

| Cycle | Level | Phase 1<br>Student Teaching | Phase 2<br>1st Year Teaching | Phase 3<br>3rd Year Teaching | Phase 4<br>5th Year Teaching |
|---|---|---|---|---|---|
| Cycle I (1972) | Elementary | 20 | 15 | 10 | 6 |
| | Secondary | 18 | 7 | 3 | 3 |
| Cycle II (1973) | Elementary | 20 | 13 | 7 | 6 |
| | Secondary | 20 | 8 | 5 | 4 |
| Cycle III (1974) | Elementary | 20 | 16 | 13 | 11 |
| | Secondary | 17 | 9 | 8 | 8 |
| Cycle IV (1975) | Elementary | 17 | 14 | 11 | 8 |
| | Secondary | 20 | 6 | 4 | 7 |
| Cycle V (1976) | Elementary | 20 | 12 | 8 | No data for Cycle V |
| | Secondary | 20 | 5 | 6 | Cycle VI |
| Cycle VI (1977) | Elementary | 39 | 21 | 18 | Cycle VII |
| | Secondary | 32 | 12 | 11 | Cycle VIII |
| Cycle VII (1978) | Elementary | 26 | 21 | No data for Cycle VII | |
| | Secondary | 18 | 11 | Cycle VIII | |
| Cycle VIII (1979) | Elementary | 60 | 25 | | |
| | Secondary | 79 | 12 | | |
| Total | Elementary | 222 | 137 | 67 | 31 |
| | Secondary | 224 | 70 | 37 | 22 |

Table 2

Categories of Data Collection for TPEP

| Variable | Source | Instrument |
|---|---|---|
| Career Line Data | Teacher | Demographic data questionnaire<br>Teacher Preparation Evaluation Inventory<br>Undergraduate GPA's<br>Follow-up questionnaire |
| Direct Classroom Observation | Trained Observers | Classroom Observation Record<br>Interaction Analysis<br>Observer Checklist |
| Pupil, Peer and Supervisor Evaluations | Pupils<br>Peers<br>Supervisor | Teacher Evaluation by Peer/Supervisor<br>Student Evaluation of Teaching I and II |
| Standardized Measures | Teacher | F-Scale (authoritarianism)<br>Rokeach Dogmatism Scale<br>Teacher Concerns Checklist |

Table 3

Evolution of TPEP Procedures

| INSTRUMENTS | 72 | 73 | 74 | 75 | 76 | 77@ | 78& |
|---|---|---|---|---|---|---|---|
| Career Baseline Data | I | C / I | R / R | R / R | R / R | C / C | C / C |
| Grade Point Averages | I | C | C | C | C | C | C |
| F-Scale (45-40) | I | C | C | C | C | C | C |
| F-Scale (Balanced) | | I | C | | | | |
| Rokeach Dogmatism Scale | | | | I | C | C | C |
| TEP/S 1 | I | C | C | R | R | C | C |
| TEP/S 2 | | | | | I | C | C |
| Classroom Observation Record | I | C | C | C | C* | C | C |
| Interaction Analysis | I | C# | R# | R# | C# | C | C |
| Student Evaluation of Teaching I | I | C | C | C+ | C | C | C |
| Student Evaluation of Teaching II | | | I | C+ | C | C | C |
| Teacher Preparation Eval. Inventory | I | C / I | C / C | C / C | R / R | C / C | C / C |
| Observer Checklist | | | | | I | C | C |
| Teacher Concerns Checklist | | | | | I | C | C |
| Follow-up Questionnaire | I | C | C | C | C | C | C |

Notes: @ In 1977, supervisors of student teachers collected about 1/2 the data for Phase 1 Cycle VI.

* The factor analysis of the COR yielded 4 factors presently being used.

\# IA ratios were added to data set.

\+ The SET 1 & 2 forms were changed to allow computer scoring. Computer card forms and mark reader forms were utilized to aid scoring.

& In 1978, supervisors of student teacher collected about 1/2 the data for Phase I Cycle VII with partial data collected for the remainder.

Ledger: I = Implemented R = Revised C = Continued

BEST COPY AVAILABLE

Transcripts of Grades

Four grade point averages (GPA) are computed from the participant's transcript of grades. Overall GPA, professional education GPA, subject GPA, and student teaching grade are entered into the data files as separate variables at the completion of the student's undergraduate teacher preparation program.

* Direct Classroom Observation

Two direct classroom observation systems are employed to obtain data on participants' classroom behavior. Observers are trained in the use of these systems, and interobserver reliability is established each year.

Classroom Observation Record (COR)

The Classroom Observation Record, developed by Ryans, is used to assess four dimensions of pupil behavior and eighteen dimensions of teacher behavior. Each dimension is carefully described and defined in a glossary accompanying the recording form. A seven interval scale is used to rate each of the pupil and teacher dimensions immediately after each observation period.

Sixteen of the eighteen teacher behaviors were found to form three major factors.[1] Factor A can be described as organized, confident, and systematic classroom behavior; Factor B as empathetic, understanding, and adaptable classroom behavior; and Factor D as stimulating, original, and alert teaching behavior. A fourth factor, Factor C, is composed of ratings of student behaviors characterized by alert, responsible, and confident classroom behavior. Two additional teacher dimensions not included in the factor structure are "fairness" and "attractiveness."

Interaction Analysis (IA)

A nineteen category interaction analysis system provides data on teacher-student verbal interaction and to a lesser extent nonverbal behavior. This system is a combination of Flanders' and Hough's systems of interaction analysis.

---

1 The COR factor structure reported here closely approximates that found by Ryans.

Twelve categories of teacher talk, three categories of student talk, and four nonverbal categories comprise the system. The observer records a numerical value corresponding to a specific category every three seconds or every time the category changes. Thus, an objective record is obtained of verbal interaction occurring in the classroom. Two twenty minute observations per participant are recorded.

* Pupil, Peer, and Supervisor Evaluations

Perceptions about each participant are obtained from pupils, peers, and supervisors. These data are collected for each phase of TPEP with the only exception occurring in Phase 1. For Phase 1 the cooperating teacher rather than peers and supervisors rates the participant as a student teacher.

Teacher Evaluation by Peer/Supervisor I and II (TEP/S)

Peers and supervisors are asked to rate participants on two instruments, TEP/S and TEP/S II. The first instrument was developed at Kansas State Teachers' College and obtains ratings on four broad items related to teacher behavior. The second instrument was developed by Adams and consists of seventeen items designed to measure three areas of perceived teacher behavior. The TEP/S II has recently been developed and limited data are available at this time.

Student Evalvation of Teaching I and II (SET)

Perceptions of pupils about each participant are obtained from the SET I and II. SET I, developed by Veldman and Peck, allows students to rate the teacher on ten items that measures five dimensions of teaching behavior. This instrument was derived from the Pupil Observation Survey Report developed by McClain. Veldman found the SET I could be used with pupils in the third grade and above. However, use of this instrument has been limited to grade four and above for the TPEP study.

The Student Evaluation of Teaching II, developed by Haak, Kleiber, and Peck, measures three dimensions of teaching as perceived by pupils. True-false responses are obtained from 23 statements regarding the teacher's behavior and feelings toward students. Two forms of this instrument allow data to be collected from pupils in grades kindergarten through sixth. A verbal, non-pencil-paper, card form is administered to kindergarten through third grade students while a machine-scorable form is administered to fourth through sixth grade students.

* Standardized Measures

Three instruments are administered to participants to obtain measures of authoritarianism, dogmatism, and level of concern about teaching. These data are collected for each Phase of TPEP.

F-Scale

The F-Scale, forms 45 and 40, was developed by Adorno and others to measure individual prejudices and antidemocratic tendencies. This 28 item scale refers to opinions regarding a number of social groups and issues.

Rokeach Dogmatism Scale

To provide supplementary data regarding dogmatic tendencies, the Rokeach Dogmatism Scale is administered to each participant along with the F-Scale. This 40 item scale measures dogmatic tendencies by requiring the participant to respond to a six-point, agree to disagree, scale for each item. Since the Rokeach scale was added in 1975, data are incomplete for earlier participants.

Teacher Concerns Checklist

A recent addition to the instrumentation of TPEP is the Teacher Concerns Checklist. This instrument allows for measures of the concerns teachers have about the teaching profession and students. The first TPEP administration of this instrument was during the Spring 1976 data collection period.

Collection of Data

Data are collected by the TPEP staff consisting of the director and graduate research assistants employed from the TPEP budget. The director is responsible for the overall operation of TPEP to include the training of graduate assistants in classroom observation techniques and the administration of the Student Evaluation of Teaching I and II.

Observations are made toward the end of the spring semester with two visits scheduled per teacher. Both observations are made of the same class and at the same time of day. A twenty minute interaction analysis recording and ratings utilizing the Classroom Observation Record are obtained at each visit.

The appropriate Student Evaluation of Teaching form is administered at the second observation period. The last fifteen minutes of the class period are requested for this administration. The Teacher Evaluation by Peer/Supervisor is given to the appropriate personnel during the first visit and collected at the second visit. Instruments to be completed by the participating teachers are presented at the first visit and collected at the second visit. After all instruments have been collected and scored, data are placed in the participants' individual files to await transfer to computer files. Caution is taken to protect the confidentiality of all data collected.

Once data have been scored by research personnel, optical scan equipment, and/or special computer programs, data files are built and placed on disks for analyses. The magnitude and complexity of the data set and the need to maintain individual integrity of each phase and cycle requires a flexible data management system. The OSIRIS data management system, developed by the University of Michigan, affords flexibility in data management and is compatible to the Statistical Package for the Social Sciences (SPSS), a widely used set of statistical programs.

Examples of Findings

The following findings are presented to provide examples of the type and nature of information available through TPEP. Of course these are not comprehensive nor inclusive of the data analyses possible or available through TPEP. The nature of this type evaluation program requires that the analyses be problem oriented i.e., that the analyses be conducted around specific questions and not a general "shot gun" approach.

* Example One

A set of findings that have been of interest when reported at national meetings as well as to Western's College of Education administrators, deal with teacher classroom behavior change from student teaching through five years of teaching experience. These analyses were first made through the third year, but have recently included the fifth year as increased n-sizes have made such analyses meaningful. A two-way, repeated measures Analysis of Variance technique was utilized in a factorial design to investigate the change across cycles (samples) and phase (repeated measures). Figure 3 is a graphic representation of the main effects change across phases in COR factor scores over the five year period. Data from three cycles were available for these analyses providing n-sizes of 21 elementary and 13 secondary participants.

All but one of the repeated measures were statistically significant beyond the .05 level. Only COR factor C, "Student Behavior", did not show significant change over the five year period. The increase in factor scores at the third year was dramatic in most instances for both elementary and secondary students, indicating that, by the third year, teachers are demonstrating a higher level of teaching proficiency. This raises questions regarding the need for first year teacher support by their schools or the college or preferably both. While n-sizes for these analyses were still small, the implication for change after the third

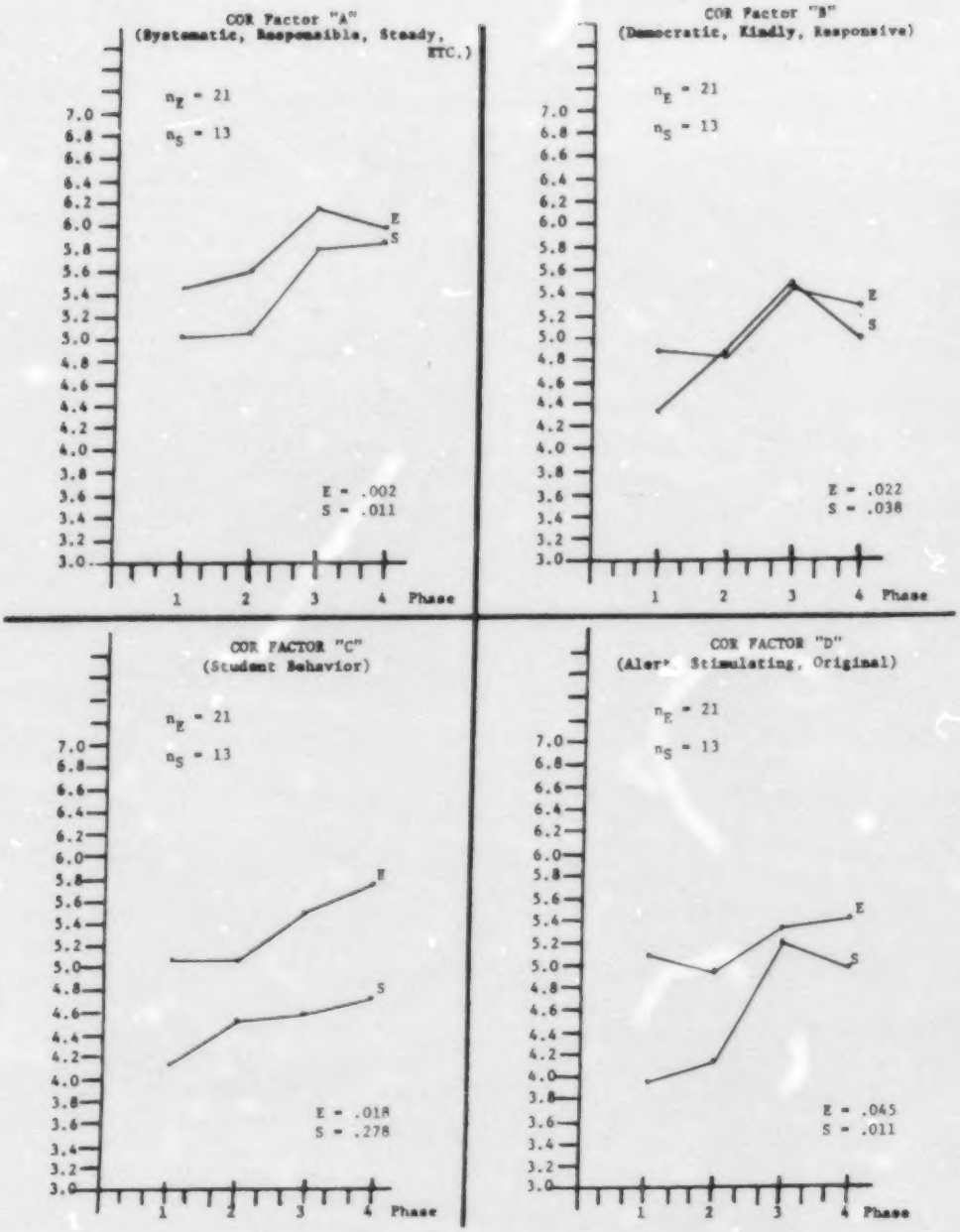



Figure 3 COR Factor Score Changes Across Phases

14 BEST COPY AVAILABLE

year may provide insight into inservice and graduate program needs. From the data obtained in these analyses, it may be hypothesized that secondary teachers may be declining in two dimensions, "Affective" and "Stimulating" classroom behavior. These differences were not found statistically significant, but a pattern may persist in future analyses. Elementary teachers appear to improve between the third year and fifth year in "Stimulating" classroom behavior and managing "Student Behavior". Definitive statements on these latter hypotheses may not yet be made and must await further investigation.

There was no evidence of differences across cycles (samples) nor interaction between cycle and phase. Thus, it appears that the greatest amount of change occurs after the teacher enters the teaching profession.

* Example Two

A summary of open-ended responses from 1978 and 1979 participants are currently being prepared for dissemination to faculty and administrators. These types of summary data have been better received by faculty than the more sophisticated analyses. Tables 4 and 5 present responses to a question asking for ways to improve the teacher preparation program. (Other questions dealt with general program effectiveness). In spite of the varying degrees of teacher experience and differences in school settings, the majority of responses were able to be classified into five categories:

1. More involvement in classroom before student teaching,
2. Expansion of methods courses,
3. Adding course on discipline and classroom management,
4. More information on teacher responsibilities, and
5. More practical experiences vs. less theory.

Some interesting observations can be made from these summary tables. It would appear that the first category, more classroom involvement, was a major suggestion particularly for student and experienced teachers. These comments by student and inservice teachers have been made after a concentrated effort to

## Table 4 Elementary Teachers
## Question D

| | Pre-Service | | In-Service | | | | | | | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | | 1st Year | | 3rd Year | | 5th Year | | Subtotals | | | |
| | Freq. | % of Total | Freq. | % of Total | Freq. | % of Total | Freq. | % of Total | Freq. | % of Total | Freq. | % of Total |
| D. How can Western Kentucky University improve its preparation of teachers? (In order of rank) | | | | | | | | | | | | |
| 1. More involvement in real classroom before student teaching. | 23 | 28% | 20 | 45% | 7 | 54% | 9 | 32% | 36 | 42% | 59 | 35% |
| 2. Expansion of methods courses. | 20 | 24% | 13 | 29% | 6 | 46% | 4 | 14% | 23 | 27% | 43 | 26% |
| a. Teaching of different ability levels | 5 | | 2 | | 4 | | 2 | | 8 | | 13 | |
| b. Choosing of teaching materials | 1 | | 4 | | 1 | | 0 | | 5 | | 6 | |
| c. Mainstreaming of the handicapped | 4 | | 3 | | 0 | | 2 | | 5 | | 9 | |
| d. More audio-visual work | 0 | | 1 | | 0 | | 0 | | 1 | | 1 | |
| e. Motivational techniques | 6 | | 2 | | 1 | | 0 | | 3 | | 9 | |
| 3. Course on discipline and classroom management. | 16 | 19% | 10 | 23% | 3 | 23% | 8 | 29% | 21 | 25% | 37 | 22% |
| 4. Information on teacher responsibilities. | 7 | 8% | 13 | 29% | 2 | 15% | 3 | 11% | 18 | 21% | 25 | 15% |
| a. Extra classroom responsibilities | 4 | | 3 | | 0 | | 1 | | 4 | | 8 | |
| b. Interaction with parents | 1 | | 3 | | 0 | | 1 | | 4 | | 5 | |
| c. School law | 1 | | 2 | | 1 | | 1 | | 4 | | 5 | |
| d. Record keeping | 0 | | 3 | | 0 | | 0 | | 3 | | 3 | |
| e. Scheduling of daily activities | 1 | | 2 | | 0 | | 0 | | 2 | | 3 | |
| f. Interaction with community | 0 | | 0 | | 1 | | 0 | | 1 | | 1 | |
| 5. More practical experiences; less theory. | 17 | 21% | 8 | 18% | 3 | 23% | 1 | 3% | 12 | 14% | 19 | 11% |
| a. Longer student teaching experience | 13 | | 5 | | 3 | | 0 | | 8 | | 11 | |
| b. More observations of classroom with opportunity to discuss afterward. | 3 | | 3 | | 0 | | 1 | | 4 | | 7 | |
| | 1 | | 0 | | 0 | | 0 | | 0 | | 1 | |
| Total Responses | 83 | | 44 | | 13 | | 28 | | 85 | | 168 | |



BEST COPY AVAILABLE

## Table 5 Secondary Teachers
## Question D

| D. How can Western Kentucky University improve its preparation of teachers? | Pre-Service ST Freq. | Pre-Service ST % of Total | In-Service 1st Year Freq. | In-Service 1st Year % of Total | In-Service 3rd Year Freq. | In-Service 3rd Year % of Total | In-Service 5th Year Freq. | In-Service 5th Year % of Total | In-Service Subtotals Freq. | In-Service Subtotals % of Total | Totals Freq. | Totals % of Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. More involvement in classroom before student teaching. | 21 | 24% | 2 | 8% | 7 | 44% | 4 | 33% | 13 | 25% | 34 | 25% |
| 2. Expansion of methods courses. | | | | | | | | | | | | |
| a. Teaching of different ability levels | 4 | | 2 | | 0 | | 1 | | 3 | | 7 | |
| b. Choosing of teaching materials | 0 | | 3 | | 0 | | 3 | | 6 | | 6 | |
| c. Mainstreaming of the handicapped | 1 | 13 | 0 | 6 | 1 | 4 | 0 | 5 | 1 | 15 | 2 | 28 |
| d. More audio-visual work | 3 | | 1 | | 2 | | 0 | | 3 | | 6 | |
| e. Motivational techniques | 1 | | 0 | | 0 | | 0 | | 0 | | 1 | |
| | 4 | | 0 | | 1 | | 1 | | 2 | | 6 | |
| | | 15% | | 25% | | 25% | | 42% | | 29% | | 20% |
| 3. Course on discipline and classroom management. | 15 | 17% | 8 | 33% | 4 | 25% | 2 | 17% | 14 | 27% | 29 | 21% |
| 4. Information on teacher responsibilities. | | | | | | | | | | | | |
| a. Extra classroom responsibilities | 0 | | 0 | | 1 | | 2 | | 3 | | 3 | |
| b. Interaction with parents | 0 | | 0 | | 3 | | 0 | | 3 | | 3 | |
| c. School law | 1 | 2 | 1 | 1 | 1 | 5 | 1 | 4 | 3 | 10 | 4 | 12 |
| d. Record keeping | 1 | | 0 | | 0 | | 0 | | 0 | | 1 | |
| e. Scheduling of daily activities | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| f. Interaction with community | 0 | | 0 | | 0 | | 1 | | 1 | | 1 | |
| | | 2% | | 4% | | 31% | | 33% | | 19% | | 9% |
| 5. More practical experiences; less theory. | 22 | | 1 | | 0 | | 0 | | 1 | | 23 | |
| a. Longer student teaching experience | 1 | 30 | 1 | 2 | 0 | 0 | 1 | 1 | 2 | 3 | 3 | 33 |
| b. More observations of classroom with opportunity to discuss afterward. | 7 | | 0 | | 0 | | 0 | | 0 | | 7 | |
| | | 35% | | 8% | | 0% | | 8% | | 6% | | 24% |
| Total Responses | 86 | | 24 | | 16 | | 12 | | 52 | | 138 | |

provide, even expand, these experiences by the teacher education program faculty. A second observation of summary data on participating teachers suggests increased recommendations for more methods courses as teachers gain experience. However, the number of recommendations for more practical experiences and less theory decreases with experience. Both secondary and elementary teachers suggest more information be given on "teacher responsibilities", but these suggestions come more frequently from inservice teachers.

* Example Three

The Teacher Concerns Checklist data collected via TPEP have been re-factor analyzed by experience levels and has produced three additional factors to the three discussed by George (1978). George's analyses produced self, task, and impact concern factors that were consistent with the concern theory by Fuller (1968). When the TCC data collected by TPEP were analyzed, the findings of George were replicated, plus one additional factor for each concern. They are:

1. Self Concern (Adult) - Teachers' concern about supervisor and peer perceptions.
2. Self Concern (Pupil) - Teachers' concern about their pupils' perception.
3. Task Concern (Instruction) - Teachers' concern for their instruction responsibilities.
4. Task Concern (Discipline) - Teachers' concern for class discipline.
5. Impact Concern (Academic) - Teachers' concern for students academic well being.
6. Impact Concern (Environmental) - Teachers concern for the students' general well-being within the school environment.

When these factors were plotted for experience levels there were obvious differences in magnitude of concern for each experience level; yet, their patterns were remarkably similar. Figure 4 contains the graphs. The Self Concerns were shown to be significantly different between student, beginning, and experienced teachers, a theory suggested by Fuller. However, there were

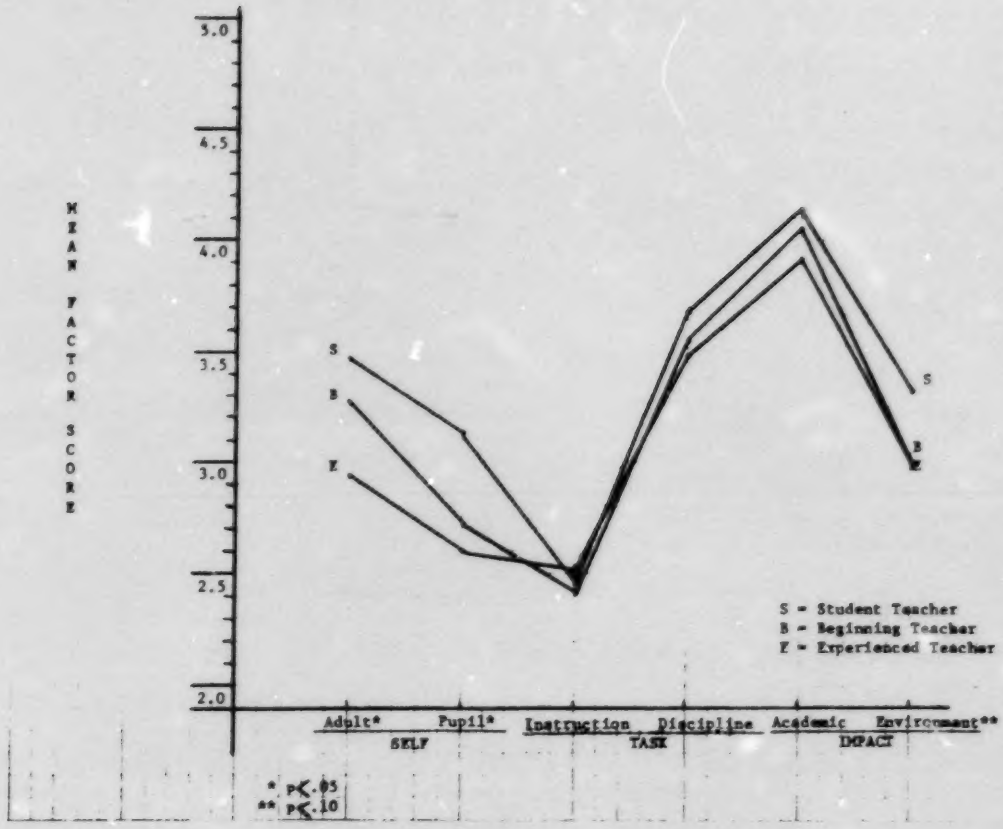



Figure 4 Teacher Concerns Checklist Factor Means by Experience Levels



BEST COPY AVAILABLE

no significant differences found between experience groups for the other teacher concerns.

* Other General Findings

There have been numerous reports made from TPEP data. A partial list appears in the references section of this paper. Because of time constraints only a few of the findings will be presented, without supporting statistical tables, to acquaint you with the types of information available from TPEP. These findings have statistical bases and have been discussed in other reports:

1. The most often given reason for not entering the teaching profession by both elementary and secondary graduates was "Could not find a job." However, a re-examination of this question found that "Could not find a job in the desired location" accounted for a majority of these responses.
2. "Pregnancy" was reported as the most often reason for dropping out of teaching after one year.
3. Attitude toward and commitment to the teaching profession seemed to be important in determining whether secondary teachers entered the profession. Secondary teachers who obtained teaching jobs consistently rated their teacher education program higher than did graduates who did not enter teaching. Membership in a professional organization (SNEA) was higher (50%) for the teaching group than the non teaching group (25%).
4. Elementary teachers who remained in teaching after the first year demonstrated significantly greater desirable classroom behaviors (stimulating, original, and alert) than did teachers who left teaching after the first year. They also had a greater professional education GPA and perceived their preparation program more favorably.
5. First year teachers rated "Teaching disrespectful students" as the number one problem, "Discipline" as the number two problem and "Motivation of students" and "Self evaluation of teaching" were tied for the number three problem.

6. Secondary teachers who indicated they had a problem with discipline, disrespectful students and students of different SES background were observed to have less desirable classroom behavior in organized/systematic behavior, student classroom behavior, and stimulating/enthusiastic behavior and were less fair with students. They were less student oriented in their verbal classroom behavior (less indirect) and encouraged more student talk. They were also rated more favorably by supervisors and peer teachers.
7. There appeared to be a curvilinear relationship between indirect verbal teacher behavior (regard for pupil feelings, praise, and use of student ideas) and students' evaluation of the teacher. Moderate teacher indirect behavior produced the more favorable student ratings.

Data Utilization

Various forms of feedback have been attempted, ranging from prepared reports distributed to each teacher education faculty member, to faculty invitations for special analyses, to utilizing faculty as data collectors. It has been the objective of TPEP to provide information for programmatic decision making to faculty as well as to administrators. The results of data utilization have not been clear nor well documented thus far.

The first annual report (1972) was presented to each faculty with teacher education program responsibilities and consisted of a description of procedures used by TPEP and descriptive summary information from each of the data sources. Instructions for utilization of the report (i.e., as a resource document) was provided. In addition, each faculty was invited to submit questions or specific analyses to the TPEP staff based on their specific interests. A third dissemination tactic was tried in which an advisory board of faculty members was

established to give feedback to the TPEP staff regarding the usefulness of the data. Presently, reports are prepared and disseminated by the director of TPEP based on problems perceived by the director of TPEP.

Each of these strategies was of limited success. Some evidence of the reports being utilized by faculty was available. As mentioned earlier, a pre-student teaching classroom experience was added to the elementary education program. Also, some courses have been re-sequenced due to student comments about when they were taken. However, only through casual observations by the director was there any feedback on the value of TPEP. Requests for additional analyses were almost nil until the past summer (1979) when a faculty member was given release time to write a report on TPEP. The advisory board met four times during the first two years and finally became defunct. While careful attention was being given to the quality of data collection, little was done to build a communication linkage between faculty and evaluators through Cycle V.

In 1977 a new approach was attempted that would utilize the supervisors of student teachers to collect data from Phase 1 participants. Over 60 percent of the supervisors agreed to participate in the training sessions to become trained in the classroom observation techniques. While interobserver reliabilities were not as strong for the faculty group as for the TPEP staff, their training was considered a success. However, after data were collected, again faculty apathy toward results was noticed. It was decided to not utilize supervisors the next two years since student teacher data would not include classroom observation.

The next attempt at strengthening the feedback and utilization of data is presently being planned. The major responsibility of TPEP has been given to the recently formed Department of Teacher Education to become effective September, 1980. There will no doubt be some major changes made, but, the ownership of

the project by the faculty should greatly increase its value and utilization to faculty. The TPEP experience and expertise will be made available to assist the department in both planning, implementation, and in data management and analyses.

## General Comments

Over the past few years representatives from numerous colleges and universities have visited Western Kentucky University to examine our TPEP efforts first hand. Through these visits and my own experience with teacher education evaluation, I have formed some notions and opinions about the implementation and nature of teacher education evaluation programs. I make no claim to be able to empirically support these opinions, and offer them only as considerations to those who are serious about implementing a teacher education evaluation program designed to meet evaluation standards set for the profession.

### Commitment

For an evaluation program to truly be effective there must be a commitment on the part of the institution to the success of the program. It must have priority status, particularly in the initial developmental stages.

1. To be successful a program of evaluation must have the sincere and visible support of the administration. It must be clear that the leadership in teacher education values the evaluation system and expects its implementation and operation as a part of the total teacher education effort.
2. There must be realistic resources allocated and a support system available to ensure the quality and quantity of data available for programmatic decision making. All institutions preparing teachers will not have the same amount of resources to allocate to evaluation. However, to expect quality evaluation from no or token resources is unrealistic. A support system of expertise in research and evaluation

methodology, data processing, and measurement and analyses is necessary for initial planning and implementation and to maintain the ongoing operation of the system.

3. The responsibility for the evaluation program should lie with those responsible for teacher education programs and include faculty involvement in all aspects of the evaluation.
4. Departmental, college, and university objectives and purposes should be considered in the design of the evaluation system. However, consideration should also be given to the state-of-the-art in educational research and evaluation in selecting and/or constructing measurement devices and variables to be measured.

Characteristics

Evaluation program characteristics will be somewhat determined by the size and nature of the teacher education programs to be evaluated. There are considerations that should be taken into account in planning an evaluation system that may influence its overall operation and utility.

1. Feedback and utilization procedures should be an integral part of the evaluation system and the utilization of data formally established as a part of the teacher education program planning. For this to occur it may be necessary to have documented evidence of this process and inservice training for faculty and administrators in the use of data for decision making.
2. The evaluation system should provide data that are broad based (multiple sources of data), objective, quantitative and qualitative, product and process oriented, and usable in a summative and formative sense. The most productive system would include data collected upon entry to teacher education, while the student matriculates through the

teacher education program, upon exit from the program and after the teacher enters and continues in the profession (follow-up). Much of these data can be readily obtained as part of the ongoing education program and used as formative evaluation to immediately improve students' educational experiences. Follow-up data should provide more summative evaluation and be usable in programmatic decision making. Some attention should also be given to the context in which the evaluation occurs.

3. Logistical considerations in designing an evaluation system should include sampling procedures and location of graduates. For example, the TPEP follows graduates throughout the state, yet 87 percent of the graduates locate within 120 miles of campus. The follow-up of teachers outside this region probably do not warrant the time, effort, and expense involved in collecting these data.

4. Emerging emphasis on cooperation, collaboration, and networking to include consortia arrangements provides an interesting consideration in conducting evaluation studies. For example, there are consortium arrangements involving local school districts and colleges of education that may provide a vehicle for follow-up evaluation of teacher education graduates and provide a service for the school districts. However, the intent of the evaluation must be made clear and the participating teacher must be part of the planning process. Other arrangements such as multiple institutions of higher education (IHE) jointly cooperating in follow-up evaluations or state department and IHE cooperating in evaluation efforts are possible. This arrangement would offer the advantage of combined resources that allow for more sophisticated evaluation systems. However, the questions of trust, governance, use of data, etc. would have to be resolved.

## Summary

Evaluation of teacher education programs is recognized by the organized education profession as essential to the maintenance of acceptable programs, and fundamental for the improvement of teacher preparation practices. However, the lack of viable evaluation models and established programs of evaluation continues to be obvious. While probably unintentional, the gap between existing evaluation standards set by the profession and current practice is nevertheless real and substantial. Given the cry for accountability in educational programs and practices, this may well be the single most important problem facing teacher education today.

I do not suggest that the Western Kentucky University evaluation program is the answer to your problems. On the contrary, we are presently changing TPEP to better meet the teacher preparation needs of our college. However, I do suggest that those preparing teachers need the benefit of information obtained from a planned, systematic, longitudinal evaluation program.

The evaluation program must be responsive and responsible to the teacher education program and the data must be utilized in decision making. To do less is no longer a viable option.

## References


Adams, Ronald D. Critical Findings from the Teacher Preparation Evaluation Program: Teacher Entry, Retention, and Change. Paper presented at annual meeting AERA, 1979.

_____. Rationale for Follow-Up Evaluation of Teacher Education Graduates. Paper presented at annual meeting MSERA, 1978.

_____. Western Kentucky University's Follow-Up Evaluation of Teacher Education Graduates. Paper presented at Workshop for Teacher Education Program Follow-Up Studies, Austin, Texas, 1978.

_____. "Western Kentucky University's Teacher Preparation Evaluation Program: A Brief History from September 1971 through November 1977," technical unpublished paper.

_____ and Ayers, Jerry. Presentation and Simulation of an Illustrative Model for the Evaluation of Teacher Education Graduates. Presented at annual meeting AACTE, 1978.

_____ and Lewis, Tessella. "Student Teachers 'Those Who Do' and 'Those Who Don't'," Issues in Education. Volume 2, Number 3, November, 1976.

_____ and Linz, Carol L. "Teacher Reactions to Western Kentucky University's Teacher Preparation Program," unpublished research, 1979.

_____ and Sandefur, J. T. Factors Influencing the Perceived Problems of First Year Teachers. Paper presented at MSERA, 1976.

_____ and Shiek, David A. Relationships Among Pupil Outcome Measures and Teacher Characteristics/Behavior for Preschool Disadvantaged Children. Paper presented at annual meeting AERA, 1978.

Davis, Glen; Underwood, David and Adams, Ronald D. A Reexamination of the Factor Structure of the Student Evaluation of Teaching Across Grade Levels. Paper presented at annual meeting MSERA, 1979.

Pankratz, Roger and Harryman, Eugene. The Western Kentucky University Evaluation Model: Implications for Career Decisions. Paper presented at annual meeting AACTE, 1978.

Sandefur, J. T. An Illustrated Model for the Evaluation of Teacher Education Graduates. Washington, D.C.: American Association of Colleges for Teacher Education. 1970.

_____. A Model for the Evaluation of Teacher Education Graduates. Paper presented at annual meeting AACTE, 1978.

_____ and Adams, Ronald D. "A Case Study of Second-Year Teacher Education Graduates," Journal of Teacher Education. XXIV, 3, Fall, 1973.

_____ and Adams, Ronald D. "An Evaluation of Teaching: An Interim Research Report," Journal of Teacher Education. XXVII, 1, Spring, 1976.

Shiek, David A. and Adams, Ronald D. "Factor Score Interpretation of the Classroom Observational Record," Technical Report No. 78-1, Office of Educational Research, Western Kentucky University, July, 1978.

The cost of printing this publication by Western Kentucky University was paid from state funds KRS 57.375



BEST COPY AVAILABLE